2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal: Mrs. Gail Ulp
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Booker T. Washington Elementary School
(As it should appear in the official records)

School Mailing Address 901 Forest Street
(If address is P.O. Box, also include street address)

Dover DE 19904-3497
City State Zip Code+4(9digits total)

County Kent County School Code Number* 130636

Telephone (302) 672-1900 Fax (302) 672-1902

Website/URL www.k12.de.us/BTW/ E-mail gulp@capital.k12.de.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date: _____
(Principal's Signature)

Name of Superintendent* Dr. Michael D. Thomas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Capital School District Tel. (302) 672-1556

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date: _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Michael Adams
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date: _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   7 Elementary schools
   1 Middle schools
   1 Junior high schools
   1 High schools
   2 Other

   12 TOTAL

2. District Per Pupil Expenditure: $8,923

   Average State Per Pupil Expenditure: $6,868

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	6	2	**8**	**7**			
K	31	35	**66**	**8**			
1	25	26	**51**	**9**			
2	27	35	**62**	**10**			
3	28	28	**56**	**11**			
4	33	27	**60**	**12**			
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					303

6. Racial/ethnic composition of the students in the school:

34 % White
56% Black or African American
8% Hispanic or Latino
2% Asian/Pacific Islander
% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 25%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	33
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	36
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	69
(4)	Total number of students in the school as of October 1	277
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 9 %
22 Total Number Limited English Proficient

Number of languages represented: 6
Specify languages: Arabic; Creole; Spanish; Ukrainian, Urdu; Chinese

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 121

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 28 %
    85 Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

5 Autism	____Orthopedic Impairment
____Deafness	4 Other Health Impaired
____Deaf-Blindness	34 Specific Learning Disability
____Hearing Impairment	36 Speech or Language Impairment
4 Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness
	2 Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	21	
Special resource teachers/specialists	1	1
Paraprofessionals	6	
Support staff	2	
Total number	31	1

12. Average school student-"classroom teacher" ratio: 13:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	95%	96%	95%	95%
Daily teacher attendance	96%	96%	*	*	*
Teacher turnover rate	<5%	<1%	<5%	<5%	<5%
Student dropout rate					
Student drop-off rate					

* Reportable data not available

Part III – Summary

Booker T. Washington Elementary School (BTW) is located in historic Dover, Delaware, our state's capital. The school was founded in 1919 to serve approximately 240 African American children from two schools in the downtown Dover area. Today, the school serves approximately 300 students. Booker T. Washington is one of seven elementary schools in the Capital School District. Our student body is comprised of 56% African American, 2% Asian American, 8% Hispanic, and 34% Caucasian. Twenty-three percent of the students are identified as special needs. Approximately 9% of the students are limited English proficient. Forty-four percent of our students qualify as low income. BTW houses the district's autistic program and provides space for an income-based preschool program (Delaware Early Choices Preschool Program). The school's small size and culturally rich student and staff population enhance the educational and social-emotional growth of our children and affords us the opportunity to personalize the learning experience for our children.

The mission of Booker T. Washington is to offer the best educational program possible in order to develop the mind and character of each child. To accomplish our mission, we have established a firm foundation in the core subject areas. We have established high expectations for all children and communicate these expectations daily in our work with them. We provide an environment that celebrates and promotes understanding of self and others and expect that everyone will behave in a manner that represents the standards we have set for our school community. We have established close working relationships with our parents and the community and depend on their support to help us meet our goals.

Booker T. Washington's primary program nurtures the continuing growth of children's knowledge and understanding of themselves and their world. The remarkable growth of all children over the past five years is evident in the decreases in the achievement gaps between all subgroups of children served in the school. Not only are we meeting yearly targets for all subgroups set by the state and our district, we are also moving more children into the higher achievement levels. The growth our children have made is a direct result of the staff's use of data to make instructional decisions and their willingness to change their instructional practices by participating in professional development activities based on best practices. Collaborative decision-making and the participation of parents and the community in the decision making process have added to our success.

The faculty and staff view themselves as a work in progress. They understand how far they have come over the past five years to change the community's perception of our school and to provide instructional activities that will move children toward the goals our district, state, and No Child Left Behind legislation have set for them as learners. Five years ago, there were vast differences in student achievement in the areas of reading, writing, and mathematics. Today, although there are discrepancies, the gap has narrowed significantly and continues to close. The school's selection as a Delaware Blue Ribbon School is a testament to their hard work and dedication.

Part IV – Indicators of Academic Success

1. The Delaware Student Testing Program (DSTP) Adequate Yearly Progress accountability system is utilized to determine each school's rating. The rating is based on the performance of students taught in the school. A student's DSTP test results are assigned to the school that the student attends. Student categories that are measured include all students, race/ethnicity, low income, limited English proficient, and students with disabilities. All subgroups must meet annual percentages each year or show a decrease of at least 10% in the number of students not meeting the standards in order for a school to successfully meet Adequate Yearly Progress or AYP requirements. Schools must also meet State Progress Targets consisting of scaled composite scores representing the percentage of students in each of five performance levels for reading, math, science, and social studies tests. A school will receive an overall rating determined by a combination of AYP and State Progress ratings. There must be at least 40 students in any category before that category is utilized in measuring a school's progress towards meeting target goals. Data is reported if there are at least 15 students in a subgroup. Ninety-five percent of all students must participate in the DSTP assessments in order for a school to make adequate yearly progress. The school must also maintain progress from the previous year for other academic indicators. At the elementary level, the cell that is used is the "all" students cell for average scale scores for reading and math combined for students scoring below the standard compared to the previous year ***(source: Delaware School Accountability System, web site: http://www.doe.state.de.us).*** The state target for the 2003-2004 school year was 57% in reading and 33% in mathematics. The state required participation rate was 95%.

Reading Assessment Results

An analysis of Booker T. Washington's (BTW) DSTP reading data indicates that all subgroups exceeded goals in reading as measured on the DSTP reading assessment. Reading scores (87%) met district averages and exceeded the state average for all students. Eighty percent of African American students met or exceeded the standard. Ninety-five percent of white students met the standard while 76% of low income students met or exceeded the standard. This data indicates that BTW students are making gains at all levels and that there are more students meeting the standard as measured by the DSTP each assessment cycle. There is also evidence that the achievement gap is closing. African American students made a 7% gain during this assessment cycle. White students realized a 6% gain. Special education students showed a 7% gain (although this score was not reported as there were fewer than 40 students in the category). Low income students demonstrated an 8% gain.

Data received through the DSTP is utilized to identify student needs. Needs are identified and plans are developed to address specific needs through our Student Achievement Review Process (SARP). Our school improvement plan contains activities designed to meet the specific needs of students. Individual goals (Individual Improvement Plans or IIPs) for each student not meeting the standards are designed with interventions to meet each student's needs. Levels of interventions provide a way to target instruction that will match individual student needs. Both formal and informal data are reviewed by grade level teams who make decisions about appropriate interventions for each student. Intervention services

through the reading specialist and paraprofessionals, extra time programs, special education, the utilization of a reading specialist, and student participation in the HOSTS (Help One Student To Succeed) language arts program, as well as classroom designed activities and strategies are being utilized to address needs.

Mathematics Assessment Data

Mathematics performance overall for the last assessment cycle showed significant improvement with BTW school scores showing an increase of 16% gain over last year's scores. BTW students scored higher than district and state averages on the assessment (91% met or exceeded state standards). African American students demonstrated a 14% gain with 83% meeting or exceeding standards. Eighty-four percent of low income students met or exceeded the standards and made gains of 16% over last year. All subgroups met or exceeded annual yearly progress target goals. While gaps in achievement remain between subgroups, scores in the area of mathematics are above average for all students and there are indications that achievement gaps are closing.

The district adopted mathematics program (*Trailblazers)* has been highly successful in meeting student needs. It is research based and is focused on problem solving and higher order thinking skills. Teachers are participating in ongoing professional development focused on the *Trailblazers* program and are utilizing what they learn to improve instruction. A focus on essential skills and insuring that students are provided background knowledge as they are introduced to new concepts has helped students to meet the standards. Booker T. Washington's third grade teachers, students, and families have also established a partnership with the Rodell Foundation (A non-profit foundation in Delaware) to provide monthly mathematics skill review packets that children complete at home with their parents. This unique partnership allows students to practice what they are learning at home. It also provides parents opportunities to support their child's learning at home by working with their child on the mathematics activities. Students returning the packet with parent signatures each month receive an incentive (provided by the foundation) for completing the activities. Parents, students and teachers agree that the extra support the children are receiving at home is helping to improve student achievement as evidenced by the high family participation rate (96%). Parents and teachers expressed a desire to continue the program for the 2004-2005 school year and were selected by the Rodell Foundation to participate for a second year.

Using Assessment Results

2. A comprehensive system of assessment serves as the nerve center within a successful school. Assessments monitor progress, sense difficulty, and report on the regular health of a school. For a prevention-oriented, school-based system of assessment to be comprehensive and effective it must reliably serve several functions:
    - It must measure growth in each content area.
    - It must reliably screen all students and provide data for levels of interventions.
    - It must reliably predict progress towards meeting essential knowledge and skills.
    - It must accurately monitor progress.
    - It must hold all stakeholders accountable.

- It must be efficient and economical to administer with minimal disruptions of instructional time.

Booker T. Washington Elementary utilizes a comprehensive system of assessment that incorporates screening, progress monitoring, diagnostic, and accountability measures to review student progress on a regular basis. This system is called the Student Achievement Review Process (SARP). A grade level Assessment Matrix outlines when assessments are given in each content area. Grade level teams meet quarterly to review the data and identify students that need additional interventions. During these meetings, discussion and collaboration enable teachers to identify ways to improve student learning. Through sharing of strategies and instructional practices teachers learn new ways to meet student needs. All students not meeting the standard must be matched to an intervention and teachers complete an Action Plan that identifies what changes will occur as a result of the data review and discussions. The Action Plans and Student Achievement Review Process (SARP) forms are submitted to the building administrator to monitor student, classroom, and grade level progress towards essential skills and knowledge. The building administrator meets with individual teachers to discuss student progress and determine whether more instructional support is needed from content specialists. In addition, the Student Achievement Review Process (SARP) and other student achievement data guide all professional development so teachers can broaden their knowledge of skills and strategies that will directly impact identified needs.

Communicating Student Performance

3. The goal of an assessment system is to provide a steady stream of data to all stakeholders. Assessments are also a system of communication. They inform administrators, teachers, parents and students about progress. For administrators, the overall health and upward growth of the program is key. For teachers, parents, and students, specific data on individual progress is key. Teachers need to know the strengths and weaknesses of their students. Parents need to know if their children are making progress and how they are doing compared to the rest of the class. Students need to know about their progress and if they are struggling what they can do to improve. For accountability purposes, the results of the Delaware Student Testing Program (DSTP) are mailed to each home. In addition, teachers review student progress and test scores on the DSTP at Fall Parent Teacher Conferences and Individual Instructional Plans (IIP's) are developed with parents for all students not meeting the standard. The IIP outlines the programs and strategies that will be utilized by the teacher over the course of the school year to help the student meet grade level benchmarks. During the Open House in September, the building principal communicates the results from the DSTP and outlines instructional goals and priorities for the current school year.

   This information is also included in school newsletters and progress towards these instructional priorities and goals are discussed on a monthly basis. Booker T. Washington also develops a School Plan in collaboration with a School Leadership Team. This team includes teachers, support staff, and parents. Student achievement data is reviewed and achievement goals and activities are developed based on identified needs. It is important to make the progress of students a "public document." Student progress needs to be

shared within and across grade level teams. Open discussion encourages problem solving and accountability.

Students, too, need to know how they are doing. This is especially true of those who struggle to read. Knowing that they are becoming better readers stimulates motivation and interest and develops efficacy. Including students in parent conferences and having teachers meet with individual students to review accomplishments are ways to foster student responsibility for learning. Report cards and progress reports present concrete information on current reading levels and skills mastery. The report card includes a rubric that is aligned to essential skills and knowledge and more specifically defines benchmark goals in each content area. Annually, all school districts in Delaware are required to develop district and school level profiles as a report to the community about the district's and schools' progress. School accountability data, general information about schools and their staff and programs are highlighted. General information about the school and program offerings is also included. Copies of profiles are sent home with each child in the fall. Copies of all profiles are also available to the public and may be accessed through the Department of Education's Web Site for School Profiles.

Communicating Success

4. One of the advantages of living in a small state is that teachers have many opportunities to work with their colleagues in other districts and with consultants from the Department of Education and local colleges and universities. Booker T. Washington teachers participate in required district and school level curriculum meetings to discuss best practices and to share effective strategies with their colleagues. BTW's school leadership team participates in district-wide school planning activities annually as schools begin to establish goals and develop school improvement plans for the following year. A part of the district-wide meeting involves schools sharing their successes and plans for the following year. BTW faculty also participate in after school math clubs, monthly reading support teachers meetings, often taking a leadership role by serving as lead teachers in math and science. BTW staff volunteer frequently to serve on district level curriculum committees and on the instructional advisory council. Both of these activities provide opportunities to highlight successful practices and programs.

   At the state level, BTW teachers often serve on the DSTP benchmarking committees (reading, writing, and mathematics) that look at assessment items for the DSTP assessment. Benchmarking activities usually requires teachers to dedicate several days – often a Saturday, to work with teachers across the state, experts from local universities, and Department of Education associates to insure that assessment items are appropriate for students. Booker T. Washington teachers also teach after school or summer professional development workshops for district teachers as well as for their colleagues from other districts across the state. They are recognized for their expertise in the various content areas and receive outstanding evaluations from colleagues participating in their workshops.

Part V CURRICULUM AND INSTRUCTION

1. Learning communities are built with a vision of how teachers can support the achievement of each student through an articulated, seamless curriculum. Booker T. Washington Elementary aligns curriculum in all content areas to district level initiatives and to state performance standards and utilizes grade level meetings and discussions to review and update how students are engaged with significant content based on high standards. In each content area, a template is used to develop the curriculum. Grade level benchmarks are broken down into specific skills and subsets of skills and essential knowledge at marking period intervals. These skills are taught in coordinated instructional sequences; they include an instructional pacing chart or timeline, and also incorporate explicit instructional strategies. Skills are aligned to assessments and are measured on a quarterly basis using progress monitoring assessments. Curriculum in all content areas includes the content that will be taught, the essential questions, skills/benchmarks, assessments, and activities/strategies. A curriculum is not a lockstep process. Teachers must be mindful of the progress of each student, knowing when to slow or accelerate the pace of instruction.

Reading/ELA

The core curriculum in reading and writing at Booker T. Washington is aligned with state and national standards and addresses instructional priorities at each grade level. The curriculum supports the five components identified by the National Reading Panel Report. The sequence of instruction in phonological awareness, phonics, vocabulary, comprehension, fluency, and writing are outlined for each component and insures that students reach reading levels that meet or exceed grade level standards. Comprehensive instructional materials include a core reading program (Harcourt *Trophies*) and intervention and supplemental materials to provide additional support and more frequent practice for students who are struggling to learn the five essential components of reading. Explicit instruction within a sequential delineated set of phonics and phonemic awareness activities are taught with feedback, opportunity for application, and practice in reading connected text. Teachers use research-based practices to teach students the strategies they need to be successful readers. Students engage in the writing process as they receive instruction for writing across the curriculum for various purposes and audiences.

Mathematics

The core curriculum in math at Booker T. Washington maintains a balance between the development of math concepts and basic skills. Students apply basic math skills while working on meaningful and challenging tasks. In addition to traditional math concepts, other topics such as estimation, geometry, measurement, patterns and relationships, algebra concepts, and statistics and probability are investigated. The program (*Trailblazers)* includes activities, labs, daily practice and problems, games, adventure books, and assessments. The curriculum is student-based and engaging and the big ideas for learning incorporate pacing that is critical to build mathematical thinking that leads to more advanced conceptualization. Student growth in the area of mathematics is evidence that the program of studies and the teachers' use of effective instructional strategies and methodologies are aligned to meet the need of all students.

Science

Science curriculum is aligned with state and national standards. Teachers utilize research-based materials and strategies to provide all students with experiences in the life, earth, and

physical sciences while developing critical thinking and problem-solving skills. Students develop an understanding of important science concepts as they demonstrate process skills such as observing, measuring, predicting, and communicating. The science curriculum engages students in hands-on, inquiry-based, integrated units that serve as a foundation for success in an increasingly complex scientific and technological world. Booker T. Washington, as well as all schools in the Capital School District participate in the State Science Coalition training and utilize Coalition materials as a part of their instructional program.

Social Studies

The Social Studies curriculum incorporates civics, geography, history, and economics. Students use tools such as maps, globes, timelines, charts, and other geo-graphics to learn about various times and places in our world. Studying both primary and secondary resources such as artifacts, diaries, photographs, and newspaper accounts enables students to research topics and understand a variety of cultures and also helps them analyze the causes and effects of events from past to the present. The social studies curriculum is integrated across content areas and provides students opportunities to apply what they learn to their real world experiences.

Reading Curriculum

2a. Improving literacy development in today's widely diverse classrooms will produce proficient and motivated readers. The vision that every child can be a successful literacy learner is the catalyst for developing and selecting a particular approach to reading. Initial instruction in reading is the first line of prevention against reading failure (Snow, Burns, & Griffen, 1999). Research recommends explicit, direct instructional approaches to teach phonemic awareness and phonics, to build reading fluency, teach vocabulary, and to stimulate growth of active comprehension strategies in young children. Booker T. Washington, as a part of a district reading initiative, conducted a careful review of reading research, as well as programs and materials that met the criteria of scientifically based reading research. Programs and components were evaluated using the Consumer Guide to Evaluating a Core Reading Program by Simmons and Kame'enue. This critical elements analysis identified the most effective programs based on research and helped the school to determine the approach that was most effective based on identified student needs. In addition, a curriculum mapping process was used to establish goals and benchmarks by marking period and to coordinate the instructional priorities with selected materials.

While the curriculum itself and the program and materials are important, effective instruction in reading involves much more. The implementation of effective reading instruction has both global and local characteristics. At the global level, both the school and the individual teacher are responsible for putting into place a number of practices that will insure that students learn to read and enjoy reading. Global characteristics of effective instruction include: 1) the appropriate allocation and use of time to teach reading 2) the use of small groups in the regular classroom 3) a clearly articulated curriculum that is aligned with materials and assessments 4) direct instruction in reading skills and strategies 5) staff development and teacher support 6) and intervention program for struggling readers 7) a system of assessment that informs and guides the rest of the components. Effective reading

instruction exhibits a consistent set of characteristics that are research based and guided by ongoing assessment of student progress. Classroom teachers must make effective use of allocated instructional time and apportion it in the most effective manner. They need to teach reading directly and explicitly. They need to provide coaching and scaffolding necessary to support students as they acquire and apply new skills, and they need to create a classroom environment that is stable, organized, and motivating so that students master critical skills and the joy of reading.

Writing's Impact on Essential Skills and Knowledge

3. Writing is one area of the curriculum that clearly impacts the level of understanding of essential skills and knowledge. Writing is the second important component of literate behavior, and in many ways attention to writing helps to foster reading skills. Not only must students read well, they must write well too. Modeling various types of writing and integrating writing across the curriculum improves levels of understanding and the application of content. Writing for different purposes and audiences is a "life skill". Recognizing the importance of the reading and writing connection as well as the need for students to be able to communicate mathematically, BTW teachers unanimously agreed to participate in the Delaware Writing Project sponsored by the University of Delaware and the Department of Education in an effort to improve and hone their skills and to improve student learning.

   Over a period of two years, staff worked with specialists from the University of Delaware during the school day observing model lessons and meeting with consultants to score student work. Additionally, teachers participated in after school workshops and in service activities focused on writing. Currently, teachers are working on a writing resource guide for each grade level. The 2003-2004 school year scores showed a dramatic improvement in writing achievement over the previous year's scores. Student scores on the state writing assessment exceeded district and state scores. Sixty-five percent of all students met the standard (a gain of 24% over the previous year). Sixty-two percent of the African American students met the standard (a gain of 20% over the previous year). White students realized a 25% gain over the previous year with 68% meeting the standard. The improvement in achievement has demonstrated the importance writing plays in all content areas. Improvement goals for this year include completing the writing resource guide for each grade level.

Instructional Strategies and Methodologies

4. Booker T. Washington utilizes a variety of strategies and instructional methods to improve student learning. The strategies selected are those methods that are based on research to directly impact student learning. Direct explicit instruction is one example of an instructional method that is used across content areas. Direct instruction means that teachers explain the purpose of the strategy or skill, tell when and how to apply it, and then carefully model its use. Modeling demands "thinking aloud" while teaching and providing several examples of how the skill is to be used. After the initial or introductory phase of instruction, teachers carefully release responsibility to the students and guide them in the application of the skill. Students must be given ample time to practice the skill, and the

amount of practice must be adjusted to the efficiency of the learners. We also call this massed and distributed practice and ensure students periodically review the skill over time. Students must also be given the opportunity to apply the skills on their own.

Small group instruction is another effective method that improves student learning. Based on research, the most effective teachers in high poverty schools allocated 50 minutes of class time to small group instruction, compared to 25 minutes for the less effective classrooms. (Taylor, 2001) Small group instruction allows the teacher a number of advantages and enables teachers to provide the necessary support and scaffolding for students to apply what they learn. Finally, Booker T. Washington teaches comprehension strategies to improve content knowledge and understanding of text across all curricular areas. Comprehension is defined as "intentional thinking during which meaning is constructed through interactions between the text and the reader" (Harris and Hodges, 1995) Active, purposeful readers use strategies to enhance their understanding of text and to repair misunderstanding when comprehension breaks down. Teaching the strategies identified in the National Reading Panel Report (2000) increases reading comprehension in students. These strategies are taught individually and then combined into reciprocal dialogues so that students learn to use them flexibly and independently. In addition, instruction in specific comprehension strategies has also been shown to be an effective way to increase reading achievement in children who have reading disabilities (Mastropieri & Scruggs, 1997).

The Impact of Professional Development on Student Achievement

5. Professional development both launches and guides the implementation of all curriculum and programs. The design for professional development follows the work of Joyce (1990) and the National Staff Development Council Standards. This research states that in order for new instructional ideas to take root in a school and teacher's repertoire, it is necessary to not only train the teachers in the new instructional ideas and programs but to also improve their ability to think about student growth and learning. In addition, the professional development activities must be ongoing and integrated into classroom practice.

   The best example to support this model of professional development at Booker T. Washington is the University of Delaware Writing Project grant that provided extensive training and support in the writing process. All teachers were involved in learning communities that improve the achievement of all students through large and small discussion groups to identify areas of improvement. Leadership was provided at the building level to help focus discussion groups and to provide ongoing support and feedback towards goals. The ability to support adult learning and collaboration was provided by the Delaware Writing Project and a consultant who modeled effective writing strategies using demonstration lessons and also shared information about research-based practices for improving student achievement in writing. Data from multiple sources were disaggregated and evaluated to guide improvement and ensured that decisions about goals, content knowledge, and skills and strategies were all based on student achievement data. Improving student learning in the area of writing required teachers to become informed consumers of educational research. Recommendations from researchers that had been peer-reviewed

were included as research-based evidence and were discussed and applied within the classroom.

Delaware Student Testing Program
Performance Levels and Cut Scores

Grade: 3 Test: Delaware Student Testing Program

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement Systems

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Delaware's Student Testing Program has been in place since 1998 as a measure of how well students are performing against the standards established by Delaware teachers, parents, and community members. Student results help teachers to identify strengths and instructional needs. Assessment results also help teachers improve instruction. Student results on the criterion referenced test are reported as performance levels.

DSTP Student Performance Levels		
Level	**Category**	**Description**
5	Distinguished	Excellent Performance
4	Exceeds the Standard	Very Good Performance
3	Meets the Standard	Good Performance
2	Below the Standard	Needs Improvement
1	Well Below the Standard	Needs Significant Improvement

Booker T. Washington's scores compared to the State of Delaware. The levels in which the students performed can then be measured by using the Cut Scores tables.

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Table 1

Cut Scores- DSTP Reading Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Well Below the Standard	**Below the Standard**	**Meets**	**Exceeds**	**Distinguished**
<386	387	411	465	482

Grade 3	**2003-2004**	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**
Booker T. Washington	452.47	440.16	432.78	433.98	430.44
State	446.51	442.49	440.74	435.17	437.19

Table 2

Cut Scores- DSTP Math Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Well Below the Standard	**Below**	**Meets**	**Exceeds**	**Distinguished**
<381	382	407	464	499

Grade 3	**2003-2004**	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**
Booker T. Washington	451.69	433.75	427.28	426.65	429.57
State	439.32	434.79	434.08	430.03	431.08

Booker T. Washington Elementary School - Table 3
Delaware Student Testing Program – Reading/Grade 3
Criterion-Referenced *Testing developed by state with Harcourt Education Measurement Systems*

Year Administered	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	April
BTW GRADE 3 – Total Group					
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	98%	97%	93%	87%	89%
At or above Meets the Standard (3)	87%	79%	80%	73%	75%

At or above Exceeds the Standard (4)	36%	28%	14%	25%	8%
At or above Distinguished (5)	20%	8.2%	5%	7%	3%
Number of Students Tested	45	61	62	58	62
Percent of total students tested	98%	100%	100%	100%	100%
Number of students excluded	1	0	3	3	0
Percentage of students excluded	2%	0%	95%	95%	0%
SUBGROUP SCORES					
1.Low income (Number in population)	18	26	22	29	19
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	94%	96%	85%	83%	80%
At or above Meets the Standard (3)	83%	74%	65%	59%	63%
At or above Exceeds the Standard (4)	28%	15%	5%	17%	0%
At or above Distinguished (5)	11%	7%	0%	0%	0%
Low Income Percentile Rank	60%	61%	46%	52%	N/A
2. Not Low income (Num. in Population)	27	34	39	26	43
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	98%	97%	92%	93%
At or above Meets the Standard (3)	89%	82%	87%	88%	79%
At or above Exceeds the Standard (4)	41%	38%	18%	35%	12%
At or above Distinguished (5)	26%	9%	8%	15%	5%
Not Low Income Percentile Rank	60%	61%	68%	73%	N/A
3. African American (Num. in Population)	24	32	32	26	36
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	96%	94%	88%	80%	89%
At or above Meets the Standard (3)	79%	72%	66%	57%	69%
At or above Exceeds the Standard (4)	17%	16%	3%	17%	3%
At or above Distinguished (5)	8%	10%	0%	3%	0%
African American Percentile Rank	62%	52%	45%	52%	N/A
4. White (Number in Population)	20	26	26	19	22
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	100%	100%	100%	91%
At or above Meets the Standard (3)	95%	89%	96%	100%	82%
At or above Exceeds the Standard (4)	55%	42%	21%	37%	9%
At or above Distinguished (5)	35%	4%	8%	16%	5%
White Percentile Rank	80%	69%	70%	77%	N/A
STATE SCORES					
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	94%	92%	91%	88%	90%
At or above Meets the Standard (3)	82%	79%	79%	74%	77%
At or above Exceeds the Standard (4)	32%	30%	29%	23%	24%
At or above Distinguished (5)	15%	14%	14%	10%	12%
State Percentile Rank	69%	67%	66%	64%	62%
School Percentile Rank	72%	61%	61%	62%	52%

Booker T. Washington Elementary School - Table 4
Delaware State Testing Program - Math/Grade 3
Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

Year Administered	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	April
BTW GRADE 3 – Total Group					
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	91%	82%	95%	89%
At or above Meets the Standard (3)	91%	75%	64%	64%	67%
At or above Exceeds the Standard (4)	40%	25%	26%	20%	20%

At or above Distinguished (5)	9%	3%	3%	4%	8%
Number of Students Tested	46	73	61	55	61
Percent of total students tested	98%	100%	100%	96%	100%
Number of students excluded	1	0	0	2	0
Percentage of students excluded	1%	0%	0%	2%	0%
SUBGROUP SCORES					
1.Low income (Number in population)	25	35	29	29	19
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	83%	64%	93%	79%
At or above Meets the Standard (3)	84%	69%	50%	52%	37%
At or above Exceeds the Standard (4)	24%	14%	18%	10%	0%
At or above Distinguished (5)	0%	0%	45%	0%	0%
Low Income Percentile Rank	85%	75%	43%	61	N/A
2. Not Low income (Num. in Population)	30	38	39	26	42
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	97%	92%	96%	93%
At or above Meets the Standard (3)	97%	82%	72%	77%	81%
At or above Exceeds the Standard (4)	53%	34%	31%	31%	29%
At or above Distinguished (5)	17%	5%	3%	8%	21%
Not Low Income Percentile Rank	85%	82%	74%	66%	N/A
3. African American (Num. in Population)	29	38	33	35	35
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	84%	70%	91%	86%
At or above Meets the Standard (3)	83%	68%	52%	49%	54%
At or above Exceeds the Standard (4)	24%	13%	12%	6%	6%
At or above Distinguished (5)	0%	3%	3%	0%	3%
African American Percentile Rank	81%	66%	47%	51%	N/A
4. White (Number in Population)	25	28	25	19	22
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	100%	100%	96%	100%	95%
At or above Meets the Standard (3)	56%	93%	76%	89%	86%
At or above Exceeds the Standard (4)	20%	43%	40%	47%	32%
At or above Distinguished (5)	0%	4%	4%	11%	14%
White Percentile Rank	88%	69%	75%	85%	N/A
STATE SCORES					
At or above Well Below the Standard (1)	100%	100%	100%	100%	100%
At or above Below the Standard (2)	91%	90%	89%	87%	90%
At or above Meets the Standard (3)	78%	74%	72%	71%	73%
At or above Exceeds the Standard (4)	29%	25%	26%	22%	21%
At or above Distinguished (5)	8%	7%	7%	6%	5%
State Percentile Rank	77%	74%	73%	705	68%
School Percentile Rank	85%	75%	64%	65%	70%